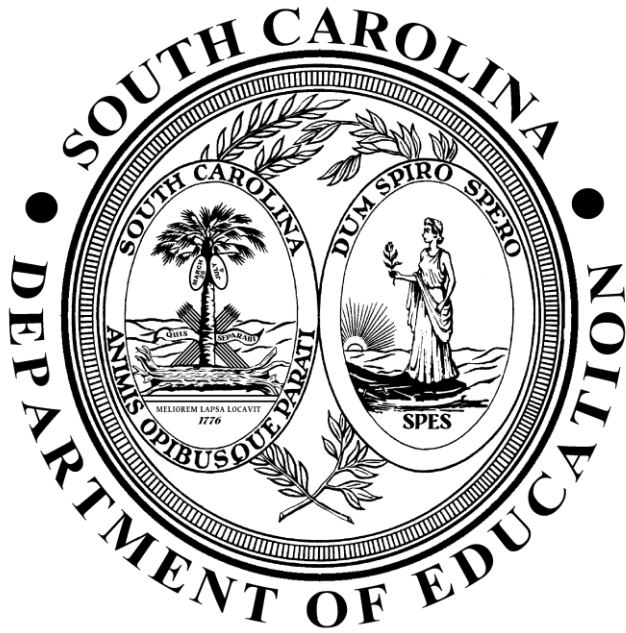


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

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*STATE SUPERINTENDENT OF EDUCATION*



**Gifted and Talented Best Practices Guidelines:  
Program Evaluation**

Pursuant to S.C. Code Ann. § 59-29-170  
and State Board of Education Regulation 43-220

May 2018

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## Introduction

*Evaluation should always be directed toward bold action that hopefully will result in the improvement of services to [gifted and talented] students through the continuation, modification, or elimination of conditions which affect learning* (Renzulli, 1995, p. 38).

Regulation 43-220 requires that school districts submit a gifted and talented plan every five years and report on progress annually as part of the district strategic plan. (This was formalized in a South Carolina Department of Education (SCDE) [memorandum](#) from Roy Stehle of Federal and State Accountability to Superintendents, Principals, and District Strategic Plan Contacts, dated December 12, 2017.) While not a formal, external program evaluation, the process requires districts to assess current program status relative to Regulation 43-220 and to establish goals in areas identified by the SCDE). This planning process offers one route to evaluate student performance and the effectiveness of educational programs for gifted and talented students.

Evaluation of program effectiveness involves a two-fold process:

1. ensuring that the program conforms to Regulation 43-220 and includes all components that characterize an effective program; and
2. designing and implementing a plan for ongoing program evaluation.

These guidelines apply to both aspects of the evaluation process: evaluating the current status of the school district's gifted and talented program and establishing a plan for ongoing program evaluation.

These guidelines replace Chapter 5 – Program Evaluation – of the *South Carolina Gifted and Talented Best Practices Manual* (2d ed. 2006).

## The Legislative Mandate

Requirements outlined in these guidelines are provided pursuant to S.C. Code Ann. § 59-29-170 (Programs for Talented Students), which can be accessed at <http://www.scstatehouse.gov/code/title59.php>.

Not later than August 15, 1987, gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education must specify and to the extent state funds are provided. The Education Oversight Committee shall study the implementation of this section and report its findings to the General Assembly by July 1, 1986. By August 15, 1984, the State Board of Education shall promulgate regulations establishing the criteria for student eligibility in Gifted and Talented Programs. The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of

Education shall receive fifteen thousand dollars annually. Provided, further, school districts shall serve gifted and talented students according to the following order of priority: (1) grades 3-12 academically identified gifted and talented students not included in the state-funded Advanced Placement Program for eleventh and twelfth grade students; (2) after all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music, and visual arts must be served; and (3) after all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided, further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.

Portions of Regulation 43-220 (2013) pertaining to requirements that should be part of a program's evaluation can be viewed in Appendix A: Compliance Questionnaire for Program Evaluation.

## **2010 Pre-K–Grade 12 Gifted Programming Standards**

The National Association for Gifted Children (2010) published [program standards for Pre-K through grade twelve](#) to assist districts in examining the quality of their programs for gifted learners. These standards, which range from minimum to exemplary, can be an excellent resource for assessing gifted programs.

The Standards are divided into six programming criterion areas.

### *Standard One: Learning and Development*

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

### *Standard Two: Assessment*

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

### *Standard Three: Curriculum Planning and Instruction*

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

#### Standard Four: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

#### Standard Five: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

#### Standard Six: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

### **Components of an Effective Gifted Education Program**

An effective gifted education program should be based in the six programming standards outlined by the NAGC. Using standards one through six is essential in evaluating the current status of the district's gifted and talented program. School district personnel must examine the program relative to the components that characterize an effective program, making sure that the program conforms to the requirements specified in Regulation 43-220.

An additional resource for program planning and evaluation is *Designing Services and Programs for High Ability Learners: A Guidebook for Gifted Education* (Eckert, 2017) published by NAGC and Corwin Press. Districts should consult this resource when planning and evaluating local programs to understand best practices in gifted education.

This section describes briefly the components of an effective gifted and talented program. All components are specifically outlined in Regulation 43-220. The compliance questionnaire in these guidelines (Appendix A) provides a comprehensive checklist of components that can be used to guide the evaluation of current program status.

#### *Mission Statement*

The district's vision and mission should address students who are gifted and talented. The district's GT program should have a mission statement that focuses on enhancing the development of academic and artistically gifted and talented students. The mission statement articulates clearly and succinctly the purpose of the program.

### *Program Goals and Objectives*

The gifted and talented program should have a set of clearly written goals and objectives to direct the program activities. These goals and objectives should be consistent with best practices for gifted and talented programs. In the current GT Program Plan (a component of the District's Strategic Plan) at least two SMART goals are required. A chart outlining SMART goals is provided in Appendix B.

### *Program Design and Service Delivery Model(s)*

The gifted and talented program should deliver services to identified students through a model or models that facilitate achievement of the program goals. The selected model(s) should be supported by research as effective in advancing the development of academic and artistically gifted and talented students. According to Regulation 43-220, districts should plan for and provide a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted and talented students. Approved program models are described in Regulation 43-220 and in guidelines provided by the SCDE. Approved academic program models are resource room/pull-out, special class, and special school. The approved program models for GT Artistic student services are: in-school, after-school, Saturday, summer, or a hybrid of these. Other innovative models may be submitted to the SCDE for review and approval.

### *Written Scope and Sequence*

An effective gifted and talented program has a scope and sequence that specifies curriculum goals and objectives that will enable gifted and talented students to develop their potential to the highest possible level and account for vertical articulation from elementary to secondary. The scope and sequence should be consistent with the overall goals of the gifted and talented program and the curriculum requirements of Regulation 43-220.

### *Written Curriculum*

The gifted and talented program should include comprehensive and aligned written curriculum units that teachers implement to maximize student learning and to meet the expectations set forth in the written scope and sequence. The curriculum units should incorporate principles of differentiation for the gifted and talented and be consistent with the recommendations in the curriculum document of the *Gifted and Talented Best Practices Guidelines*.

### *Student Assessment Procedures*

An effective program has measures to document student achievement of curriculum goals and objectives. The gifted and talented program should have procedures for assessing, evaluating, and reporting student progress at the classroom level and at the district level.

### *Program Evaluation Design*

Effective programs are constantly improving through ongoing evaluation and implementation of needed changes. The gifted and talented program should have a plan for ongoing program evaluation (see Appendix A).

### *Identification Procedures*

The gifted and talented program should have written identification procedures that are consistent with Regulation 43-220 and provide equity of access for qualified students. These procedures should be articulated for school staff members, parents, and community members who may wish to refer a student for gifted and talented program placement.

### *Evaluation/Placement Team*

The gifted and talented program must utilize an evaluation/placement team. The evaluation step of the identification process is the responsibility of the evaluation/placement team within the school or district. Regulation 43-220 specifies that the academic evaluation team include a teacher, an administrator, and a district-employed psychologist. In the event all three categories cannot be represented, more than one member may be chosen from one of the three categories. Regulation 43-220 specifies that the artistic evaluation team include one member of the arts faculty or district arts staff, an administrator, and an additional member of the community who has expertise in the arts area for which a student has been referred. In the event all three categories cannot be represented, more than one member may be chosen from one of the three categories. It is highly recommended that the administrator be the district gifted and talented coordinator. The team may also include a school counselor and a community-related person whose training and expertise qualifies him or her to appraise the special competencies of students. Districts may choose either to have one team for the district as a whole or to have a team at every school. If the latter choice is selected, one team member should serve on all teams in order to ensure consistency within the district.

The evaluation and placement team is responsible for interpreting and evaluating student data in such a way that appropriate placement in the gifted and talented program is ensured. The team may require additional testing of a student before determining his or her placement in the gifted and talented program.

### *Written Policy on Probation and Withdrawal*

An effective gifted and talented program articulates procedures for student withdrawals from programming. Programs that place students on probation should have written procedures to guide this process.

The evaluation and placement team is responsible for developing appropriate written procedures for probation and removing a student from the gifted and talented program. The probation and removal policies of the district must conform to SCDE guidelines. Appropriate counseling with the student, as well as conferences with the student's parents/guardians and teachers, must precede his or her removal from the program. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner.

### *Support Services*

In addition to instructional services, gifted and talented programs must provide support services that facilitate student learning. Such support services include school guidance and counseling, academic support, technology, staff development, academic competition, and parent education.



### *Professional Development Plan*

The gifted and talented program should include professional development appropriate for school faculty, as well as for gifted and talented program personnel. Professional development related to gifted and talented education should be an integral part of the district's staff development plan. Assessment of expected changes resulting from professional development activities as well as follow-up strategies should be part of an effective professional development plan.

### *Procedures for Record-Keeping and Reporting*

Regulation 43-220 requires that gifted and talented programs keep accurate records of data for state reporting and auditing purposes. Documentation is also necessary for on-going program evaluation.

### *Program Websites, Brochures, and Handbooks*

Effective programs maintain updated websites, brochures, and handbooks to communicate program information to appropriate audiences. Publications should include the state definition of gifted and talented, identification procedures, program goals, and a curriculum overview.

### *Rationale for Each Program Component*

The components of an effective program work together to facilitate the achievement of program goals. The components should come together to provide a comprehensive continuum of services for gifted and talented students.

## **On-Going Program Evaluation**

Every gifted and talented program needs a systematic plan for evaluating program effectiveness. Is the program accomplishing its goals? If not, where do adjustments need to be made? The evaluation plan should focus on the appropriateness and effectiveness of the program in meeting the needs of the students identified and served.

The gifted and talented program evaluation plan should provide for evaluation of all program components during a five year cycle. It should specify a reasonable timetable so that some components are assessed each year, all components are evaluated over a period of five years, and every component is re-evaluated on a regular basis. Provided here are steps to assist district personnel in designing an evaluation plan for a gifted and talented program.

### *Steps in Developing an Evaluation Design*

#### Examine the goals of the program.

Effective gifted and talented programs have written goals that are clearly focused on students' academic development. School district personnel must analyze existing program goals to ensure a strong focus on student learning and achievement. If goals have not been established for the gifted and talented program, developing them is a priority. Key individuals in the school district, as well as outside consultants, may assist with the task of identifying goals and objectives.

### Design a procedure to evaluate each goal.

For each goal of the program, school district personnel must determine how the goal can be measured. As each goal is considered, district personnel should address the following issues:

1. What questions need to be answered?
2. What data collection methods will be used for each question (e.g., interviews, surveys, observations, checklists, and/or tests)?
3. How will school district personnel organize and analyze the data collected?
4. To whom will school district personnel report the data once collected? (Clearly identify each group or audience—e.g., school district administrators, teachers, or parents.)
5. How will data be reported to each group?

As a part of this step in designing the evaluation plan, school district personnel should construct any observation forms, surveys, or other data collection instruments needed to implement the plan.

### Establish a timetable for implementing the evaluation design.

School district personnel must determine how often each program goal should be evaluated in order to ensure that the program is meeting student needs in accordance with Regulation 43-220 and best practices. The timetable can be adjusted if an aspect of the program needs evaluating more or less frequently than originally planned.

### Implement the evaluation design.

With an evaluation design in place, school district personnel can then begin to carry out the evaluation plan. Provisions should be made to review and adjust the evaluation design as needed.

### Learn from evaluation results.

As evaluation data are compiled and studied, areas that need improvement will be identified. Since the purpose of program evaluation is continual improvement, school district personnel should incorporate program changes indicated by evaluation data.

## References

- Eckert, R. D. (2016). *Designing services and programs for high ability learners: A guidebook for gifted education*. Thousand Oaks, CA: Corwin Press.
- National Association for Gifted Education. (2010). *Gifted programming standards*. Retrieved from <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12-0>
- Renzulli, J. S. (1995). *A guidebook for evaluating programs for the gifted and talented*. Ventura, CA: National/State Leadership Training Institute on the Gifted and Talented.

## Appendix A: Compliance Questionnaire for Program Evaluation

*Guiding questions based on Regulation 43-220*

Requirements in Regulation 43-220	Guiding Questions
Definitions	
<p><b>I.A.1</b>            Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential.</p>	<ul style="list-style-type: none"> <li>• Are gifted and talented services provided for academically identified students in grades 3–12?</li> <li>• Are formal or informal models in place for serving academically gifted students in grades 1–2?</li> <li>• Does the district provide enrichment activities for students in grades 1–2 in preparation for academic gifted and talented programming?</li> <li>• Are gifted and talented artistic services provided for students in grades 3–12?</li> <li>• Are these services offered in all four core arts areas for identified students?</li> <li>• Are formal or informal models in place for serving artistically gifted students in grades 1–2?</li> <li>• Does the district provide enrichment activities for students in grades 1–2 in preparation for artistic gifted and talented programming?</li> </ul>
<p><b>I.A.2</b>            (a) Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas. (b) Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts (dance, music, theatre, and visual arts).</p>	<ul style="list-style-type: none"> <li>• Are students identified according to their area of giftedness?</li> <li>• Do the identification instruments also identify artistic potential?</li> <li>• How are the instruments flexible to identify in more than one area in the arts?</li> </ul>
Academic Programming	
<p><b>II.A.1</b>            Districts will plan for and provide a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted and talented students. To document planning, districts will submit a local gifted and talented programming plan every five years and delineate progress on this plan</p>	<ul style="list-style-type: none"> <li>• What is the differentiated curriculum, instruction, and assessment that maximizes the potential of the identified students?</li> <li>• What are the support services that facilitate student learning and personalized education?</li> <li>• How do the programming models used facilitate the delivery of differentiated curriculum and instruction?</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
<p>annually.</p>	<ul style="list-style-type: none"> <li>• What is the teacher/pupil ratio? Is the ratio in compliance and how does it foster positive results?</li> <li>• How does the instructional time provided assure that the goals and objectives of the programming are met?</li> <li>• What is the systematic process of assessment of student progress/learning?</li> <li>• How is student learning and progress communicated to families and other related educators?</li> <li>• How is program effectiveness relative to goals?</li> </ul>
<p>II.A.2 Provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for academically gifted and talented students must reflect the following characteristics</p> <p>(a) content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;</p> <p>(b) goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;</p> <p>(c) instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;</p> <p>(d) a confluent approach that incorporates acceleration and enrichment;</p> <p>(e) opportunities for the critical consumption, use, and creation of information using available technologies; and</p> <p>(f) evaluation of student performance and programming effectiveness.</p>	<ul style="list-style-type: none"> <li>• How do the content, process, and product standards exceed the state adopted standards?</li> <li>• Are challenges, at appropriate levels for strengths of individual students, implemented and utilized across the district?</li> <li>• What goals and indicators are used to demonstrate that students explore: <ul style="list-style-type: none"> <li>◦ depth of knowledge,</li> <li>◦ complexity of knowledge,</li> <li>◦ creative and critical thinking, and</li> <li>◦ problem-solving skills?</li> </ul> </li> <li>• How do instructional strategies promote inquiry and accommodate the unique needs of GT learners?</li> <li>• Does the district use a confluent approach incorporating both acceleration and enrichment? <ul style="list-style-type: none"> <li>◦ Elementary level</li> <li>◦ Middle level</li> <li>◦ High school level</li> </ul> </li> <li>• Are there opportunities for critical consumption, usage, and creation of information using technology?</li> <li>• How often are student performance and programming effectiveness evaluated as related to the five year plan?</li> </ul>
<p>II.A.3 Reference of the most current edition of the</p>	<ul style="list-style-type: none"> <li>• How often is the <i>South Carolina Gifted and Talented Best Practices Manual</i></li> </ul>

<b>Requirements in Regulation 43-220</b>	<b>Guiding Questions</b>
South Carolina Gifted and Talented Best Practices Manual for programming models and curriculum requirements	utilized by teachers, principals, and district leadership?
II.A.4 Approved models and teacher-pupil ratios for programming service at respective grade levels (See Regulation 43-220 Guidelines for the models and ratios.)	<ul style="list-style-type: none"> <li>Are the teacher-pupil ratios in the district aligned to the programming and model requirements? <ul style="list-style-type: none"> <li>Grades 1–2</li> <li>Grades 3–5</li> <li>Grades 6–8</li> <li>Grades 9–12</li> </ul> </li> </ul>
II.A.5 Teacher-pupil ratios that foster positive results	<ul style="list-style-type: none"> <li>Do the ratios foster positive results?</li> <li>How do you know?</li> </ul>
II.A.6 Encouraged, supplemental extension models (may not be substituted for one of the Approved Programming Model Choices)	<ul style="list-style-type: none"> <li>If extension models are used, how are they used to further meet the needs of the targeted students?</li> <li>What methods of disseminating information ensure that parents are adequately informed of these options?</li> </ul>
II.A.7 A school or district may elect to serve students in any of the above Approved Programming Models through a consortium agreement with other school districts. Other innovative models developed by the school district must receive written approval annually from the SCDE.	<ul style="list-style-type: none"> <li>Does the district work with neighboring districts or other entities to provide GT programming to its identified GT academic students?</li> <li>Does the district use an innovative model at any of its schools and has the district received annual approval from the SCDE?</li> </ul>
II.A.8 Appropriate and sufficient time that assures that the goals and objectives of the programming are met (resource room/pull-out and regular special classroom/itinerant teacher programming models at respective grade levels)	<ul style="list-style-type: none"> <li>Does the district meet or exceed the GT programming time requirements across the district?</li> <li>Are the programming goals and objectives appropriately met during instruction?</li> <li>Are there any other models, like Multi-Tiered System of Supports MTSS time, that are utilized to extend the time?</li> </ul>
II.A.9 Teacher planning	<ul style="list-style-type: none"> <li>Are all teachers of formal GT classes provided two hundred and fifty minutes per week or the appropriate grade-level equivalent for planning?</li> <li>Are there opportunities available to plan with other GT teachers?</li> <li>Are there opportunities to plan with other</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
	<p>educators affiliated with the student?</p> <ul style="list-style-type: none"> <li>Do itinerant or part time teachers have these opportunities?</li> </ul>
<p>II.A.10 Annual Gifted and Talented professional development (PD) provided by the district for all teachers working with gifted and talented students.</p>	<ul style="list-style-type: none"> <li>Does the district offer annual professional development (PD) in these areas: <ul style="list-style-type: none"> <li>differentiated curriculum,</li> <li>instructional strategies,</li> <li>social- emotional support,</li> <li>assessments,</li> <li>twice-exceptional students,</li> <li>adding depth and complexity appropriate for GT students to a standards-based curriculum, or</li> <li>other gifted and talented student-focused topics?</li> </ul> </li> <li>Are there opportunities provided for both GT teachers and for those who have GT students in their classes?</li> <li>Does the district work with neighboring districts or entities to provide professional development opportunities for teachers of GT students?</li> <li>What information is gathered in the evaluation of professional development?</li> <li>How is the information used to inform decision-making regarding future professional development plans?</li> </ul>
Academic Identification of Population to be Served	
<p>II.B.1 The purposes of identification are (1) to find students who display characteristics of the gifted and talented; (2) to assess the aptitudes, attributes, and behaviors of each student; and (3) to evaluate each student for the purposes of placement. Student aptitudes, attributes, and academic behaviors will be identified, assessed, and reviewed through a multistep, multimodal, and multidimensional identification system.</p>	<ul style="list-style-type: none"> <li>Are all GT identified students receiving gifted services?</li> <li>How do we identify students for gifted and talented services?</li> <li>Are you nurturing and advancing students' identified strengths using current data?</li> </ul>
<p>II.B.2 Gifted and talented students may be found within any racial, ethnic, or socioeconomic</p>	<ul style="list-style-type: none"> <li>How do we ensure appropriate and adequate access to gifted services across all racial, gender, ethnic and socio-economic</li> </ul>

<b>Requirements in Regulation 43-220</b>	<b>Guiding Questions</b>
group; within any nationality; within both genders; and within populations of students with disabilities.	<ul style="list-style-type: none"> <li>groups?</li> <li>How do we ensure access for students with disabilities?</li> </ul>
II.B.3 Identification is a multistep process, which consists of screening and referral, assessment of eligibility, and placement.	<ul style="list-style-type: none"> <li>What is the multistep process used in student identification?</li> </ul>
III II.B.5 Student Eligibility	<ul style="list-style-type: none"> <li>Are all students who qualify for services by meeting 2 out of 3 dimensions placed in the gifted and talented program?</li> <li>Are all students who meet the 96th national age percentile composite score or higher (placement grades three through twelve) or the 98th national age percentile composite score or higher (placement grades one through two) on an individual or group aptitude test placed in a gifted and talented program?</li> <li>Are all students who are identified in another district using the SC criteria placed in a gifted and talented program?</li> <li>Who comprises the District Evaluation Placement Team?</li> </ul>
II.B.6 Academic Screening and Referral	<ul style="list-style-type: none"> <li>What is the district's procedure for providing all parents/guardians with timely written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements?</li> <li>What are the processes for identifying the academically gifted and talented students? Are all student populations screened, including traditionally underserved populations?</li> <li>How are teachers and other district staff trained to identify characteristics of gifted students?</li> <li>Does the district use screening criteria and procedures that are directly related to the purpose of the gifted and talented programming?</li> </ul>
II.B.7.a Assessment for Eligibility	<ul style="list-style-type: none"> <li>Are individuals conducting the assessment trained to ensure proper evaluation?</li> <li>Have all teachers administering the Performance Task received required</li> </ul>



Requirements in Regulation 43-220	Guiding Questions
	<p>training and practice time?</p> <ul style="list-style-type: none"> <li>• What is the process of training individuals conducting the assessment?</li> </ul>
<p>II.B.7.b Private Testing</p>	<ul style="list-style-type: none"> <li>• Is private testing used only in referrals?</li> <li>• What is the process of addressing the submittal of private testing assessment?</li> </ul>
<p>II. B 7.c (1) Dimension A:Reasoning Abilities (2)Dimension B:High Achievement in Reading and/or Mathematical Areas  (3)Dimension C: Intellectual/Academic Performance</p>	<ul style="list-style-type: none"> <li>• What aptitude tests are used to identify students and are they approved by the state?</li> <li>• What achievement tests are used to identify students and are they approved by the state?</li> <li>• Does your district/school use nationally normed tests in addition to the required state achievement assessment?</li> <li>• Is Dimension C used only after students are screened in Dimensions A and B?</li> <li>• Does your district/school use the standard GPA 4 point scale for student identification in grades 6 through 12? Are full high school credit World Language courses included in this calculation?</li> <li>• At the high school level, is the GPA re-calculated to include only the core courses and World language?</li> <li>• Does your district/school use a Performance Task Assessment as approved by the SCDE for placement in grades three through six?</li> <li>• Does the district follow the steps established by the SCDE to guarantee that no single criterion eliminates students from gifted and talented programming participation?</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
<p>II. B 8 Placement:</p>	<ul style="list-style-type: none"> <li>• Do you have an evaluation team composed of at least a teacher, an administrator, and a guidance counselor or a psychologist (if employed by the district)?</li> <li>• What other data do you consider in ensuring appropriate placement?</li> <li>• What is the timeline for serving newly identified GT students?</li> <li>• Does the team consider a trial placement period for qualifying students, and if so, is there a process for possible withdrawal?</li> <li>• Does the district utilize a policy for locally identifying GT students?</li> <li>• Do you follow the SDE process for removal of students from the gifted program?</li> </ul>
<p>II.C.1 Staff Teacher Qualifications Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject</p> <p>Teacher qualification including valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming and completion of a gifted and talented endorsement program approved by the SCDE.</p>	<ul style="list-style-type: none"> <li>• Do all of the teachers of GT students hold valid teaching certification?</li> <li>• What percent of the teachers of GT students hold a GT endorsement?</li> <li>• What percent are in the process of being GT endorsed?</li> <li>• Are there opportunities for teachers to achieve GT certification or take higher level GT graduate course work?</li> <li>• Does the district encourage teachers with initial GT endorsement to pursue intermediate and advanced GT endorsement?</li> </ul>
<p>II.C.2 Appropriate, data-driven and research-supported ongoing staff development activities in gifted and talented education shall be provided and documented annually as required in the annual reporting required by the SCDE.</p>	<ul style="list-style-type: none"> <li>• Is there annual appropriate, data-driven, research supported PD offered and documented?</li> </ul>
<p>II.D.1 District Form A Report</p>	<ul style="list-style-type: none"> <li>• Does the district submit its annual Form A report to the SCDE on time?</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
II.D.2 Annual review and summary of student performance and trend data	<ul style="list-style-type: none"> <li>How does the district analyze student performance annual GT data?</li> </ul>
II.D.3 Official enrollment report submission	<ul style="list-style-type: none"> <li>Does the district properly vet and submit the 45th day report?</li> <li>Does the district properly vet and submit the 135th day report?</li> </ul> <p>(Vetting the report means district personnel has verified that the students coded as High Achieving Students are properly identified and they are being properly served according to these regulations. This is done prior to submitting the financial reports to the SCDE.)</p>
II.E.2 Distribution of Funds	<ul style="list-style-type: none"> <li>Do you know where to find the monthly allocation of funds on the SCDE website?</li> <li>Do you know how to calculate the EFA funding?</li> </ul>
II.F.1 Expenditures and Accounting Procedures	<ul style="list-style-type: none"> <li>Are all of the funds allocated for High Achieving Students being spent on these students?</li> <li>How do you document this requirement?</li> <li>Are there supplemental funds required?</li> <li>What additional funds are being used?</li> <li>Does the district flex any of the HIAC funds?</li> <li>How is this documented?</li> </ul>
III. Artistic	
III.A.1 Provide district written plan.	<ul style="list-style-type: none"> <li>What are your current GT artistic course offerings? Do you have plans to expand your offerings?</li> <li>What is the differentiated curriculum, instruction, and assessment that maximizes the potential of the identified students?</li> <li>What are the support services that facilitate student learning and personalized education?</li> <li>What and how do the programming models used facilitate the delivery of differentiated curriculum and instruction?</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
	<ul style="list-style-type: none"> <li>• What is the teacher/pupil ratio? Is the ratio in compliance and how does it foster positive results?</li> <li>• How does the instructional time provided assure that the goals and objectives of the programming are met?</li> <li>• What is the systematic process of assessment of student progress and programming effectiveness relative to goals?</li> </ul>
<p>III.A.2 Provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for academically gifted and talented students must reflect the following characteristics</p>	<ul style="list-style-type: none"> <li>• How do the content, process, and product standards exceed the state adopted standards?</li> <li>• Are challenges at appropriate levels for strengths of individual students?</li> <li>• How are goals and indicators implemented that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills?</li> <li>• What goals and indicators demonstrate that students apply: <ul style="list-style-type: none"> <li>◦ depth of knowledge,</li> <li>◦ complexity of knowledge,</li> <li>◦ creative and critical thinking,</li> <li>◦ problem-solving skills?</li> </ul> </li> <li>• What instructional strategies are used to promote inquiry and to accommodate the unique needs of gifted and talented learners?</li> <li>• Within the GT artistic areas are there opportunities for global communication and research using available technologies?</li> <li>• How often are student performance and programming effectiveness evaluated as related to the five year plan goals?</li> </ul>
<p>III.A.3 Programming Models</p>	<ul style="list-style-type: none"> <li>• Does the district offer GT programming in dance, theatre, music, and visual arts?</li> <li>• Are visual and performing arts programming offered during the regular school day?</li> <li>• Are visual and performing arts</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
	<p>programming offered during the summer?</p> <ul style="list-style-type: none"> <li>○ In grades one through six, is the GT artistic programming diversified or is it a single discipline? (A diversified programming is one in which students take a variety of disciplines.)</li> <li>• Are visual and performing arts programming offered during and after school, weekend, or hybrid model?</li> <li>• Is there a focus on one or more of the following areas: dance, theatre, music, and/or visual arts?</li> <li>• Is the GT artistic programming offered through a consortium with other districts or with higher education?</li> </ul>
<p>III.A.4 Length of time in models</p>	<ul style="list-style-type: none"> <li>• Does the district meet or exceed the GT programming time requirements in each artistic program?</li> </ul>
<p>III.A.5 Teacher-Pupil Ratios</p>	<ul style="list-style-type: none"> <li>• Do teacher-pupil ratios foster positive results?</li> </ul>
<p>III.B.1 Purpose of Identification</p>	<ul style="list-style-type: none"> <li>• Do identification processes find students who display talent beyond that of their peers in one or more artistic areas (dance, music, theatre, and visual arts)?</li> <li>• Do identification processes assess the aptitudes, attributes, potential, interests, and artistic behaviors of each student?</li> <li>• How do identification processes evaluate each student for the purposes of referral?</li> </ul>
<p>III.B.2 Gifted Students may be found within any population</p>	<ul style="list-style-type: none"> <li>• Are the GT Artistically identified students from a diverse population to include: <ul style="list-style-type: none"> <li>○ any racial, ethnic, or socio-economic groups?</li> <li>○ differing nationalities?</li> <li>○ gender inclusive?</li> <li>○ within physically, learning, or behaviorally challenged groups?</li> </ul> </li> <li>• How does the GT artistic program align to the demographics of the district as a</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
	<p>whole?</p> <ul style="list-style-type: none"> <li>• How often do you analyze this data besides the annual Form A report?</li> </ul>
<p>III.C.1 Identification/Selection referral procedures</p>	<ul style="list-style-type: none"> <li>• Does identification include the three step process of referral/recommendation, demonstration/audition/portfolio, and placement?</li> <li>• Do all stakeholders understand the referral/recommendation process?</li> <li>• Is the referral window for nominations widely publicized to parents and to staff? How is this publicized? Does the communication include a description of GT programming, referral procedures, and eligibility requirements?</li> <li>• Is there a statement on the referral form indicating that a referral does not guarantee placement?</li> <li>• Does the demonstration/audition/portfolio process take place within the academic school day to allow access for all students?</li> <li>• Are you including an electronic or digital option in the submission process? Are you providing the technology support to make this possible?</li> <li>• If the demonstration/audition/portfolio process is not conducted in the home school of the student, is transportation provided to the screening?</li> <li>• Does the district provide training and guidance to teachers and district staff on the characteristics of GT Artistic students?</li> </ul>
<p>III.C.2 Identification/Selection recommendation form</p>	<ul style="list-style-type: none"> <li>• Are student referrals allowable from teachers, administrators, parents, self-student, and student peers?</li> <li>• Are there multiple avenues to submit the referrals? (For example, online submissions, mail in submissions, etc.)</li> <li>• Does the process allow for identification of students from all populations? (Think about those who may have transportation issues or a lack of resources for an outside portfolio.)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Do you utilize an SCDE approved instrument for each of the core areas?</li> <li>• Are the identification instruments properly aligned to the targeted core area? Do you include creativity and other expressive qualities?</li> <li>• Does the instrument and process measure an aptitude for the core area as opposed to only measuring current talent?</li> </ul>
<p>III.C.3 Identification/Selection Demonstration/Audition/Portfolio</p>	<ul style="list-style-type: none"> <li>• Does the demonstration/audition/portfolio appropriately determine a student's artistic potential to function at a high level in one or more of the arts?</li> <li>• Does the demonstration/audition/portfolio include either a student interview or questionnaire? Are students allowed to choose their best option?</li> <li>• Are students rank ordered using results from the demonstration/audition/portfolio and the student interview or questionnaire?</li> <li>• Are parents informed of their right to not proceed with the demonstration/audition/portfolio?</li> </ul>
<p>III.C.4 Identification/Selection Placement</p>	<ul style="list-style-type: none"> <li>• Does the GT placement team include at least three members selected from the following categories: <ul style="list-style-type: none"> <li>○ arts faculty or district arts staff</li> <li>○ administrators</li> <li>○ community stakeholders</li> </ul> </li> <li>• Does data interpretation and evaluation ensure appropriate placement?</li> <li>• As needed, does placement involve a trial period of one semester to one year?</li> <li>• Are students whose progress is not deemed adequate withdrawn from the program?</li> <li>• Are written procedures for removal of programming appropriate and preceded by counseling with the student and conferences with the student's parents and teachers?</li> </ul>
<p>III.D.1 and III.D.2 Staff</p>	<ul style="list-style-type: none"> <li>• Do all of the teachers of GT students hold valid teaching certification?</li> </ul>

Requirements in Regulation 43-220	Guiding Questions
	<ul style="list-style-type: none"> <li>• Are GT arts teachers encouraged to pursue GT endorsement?</li> <li>• Is there annual appropriate, data-driven, research supported PD offered and documented?</li> </ul>
III.E.1 District Form A Report	<ul style="list-style-type: none"> <li>• Does the district submit its annual Form A report to the SCDE on time?</li> <li>• Does the district analyze this data and make adjustments to reach underrepresented groups?</li> </ul>
III.E.2 Annual review and summary of student performance and trend data	<ul style="list-style-type: none"> <li>• Are official enrollment reports submitted annually?</li> <li>• Does the district properly vet and submit the 45th day report?</li> <li>• Does the district properly vet and submit the 135th day report?</li> </ul> <p>(Vetting the report means district personnel has verified that the students coded as High Achieving Students are properly identified and they are being properly served according to these regulations. This is done prior to submitting the financial reports to the SCDE.)</p>
III.E.3 Official enrollment report submission	<ul style="list-style-type: none"> <li>• Does the district submit the annual Gifted and Talented plan to SCDE?</li> <li>• Is progress towards the GT Plan five year goals evaluated annually?</li> </ul>
III. F Funding	<ul style="list-style-type: none"> <li>• Are the GT funds allocated by the SCDE being expended directly on GT students meeting eligibility requirements and being served in approved programming?</li> </ul>
III. G Expenditures and Accounting Procedures	<ul style="list-style-type: none"> <li>• Are school district departments annually reviewing funding for gifted and talented programming to ensure that all allocated state funds are used directly for gifted and talented related expenditures?</li> <li>• Are these expenditures clearly noted in the annual audit?</li> </ul>